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ABSTRACT

Designed to help secondary school students understand employment practices and prepare for future job interviews, this 5-day unit focuses on the interplay among businesses, employees, and the government in determining fair hiring practices. Two sections include a teacher's guide and a student activity packet. Following an overview of activities and objectives, the teacher's guide describes five daily lessons. Also included are a list of follow-up activities, answer keys, student handouts, and recommendations for using business people as classroom resources. The student materials contain six learning activities. Students examine such topics as the role of the personnel manager, fair conduct toward prospective employees, the Civil Rights Act of 1964, government regulatory agencies, and job interview techniques. Specific activities include readings, role playing, a simulated job interview, case studies of Equal Employment Opportunity (EEO) disputes, job application forms, and a vocabulary worksheet. (LP)

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FAIR EMPLOYMENT PRACTICES

Instructor's Guide

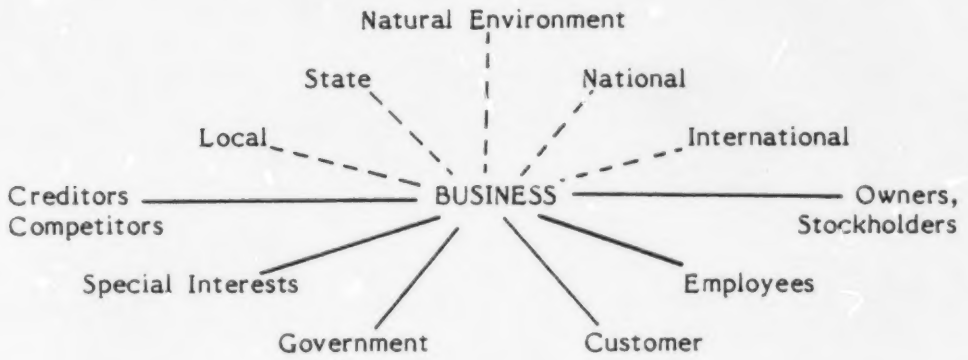
SO 015 368

Author: Phyllis F. Maxey
Business Issues in the Classroom
Constitutional Rights Foundation
Los Angeles, California
Revised, 1983

FAIR EMPLOYMENT PRACTICES

OVERVIEW

Business Issues in the Classroom (BIC) introduces students to exciting, difficult, and complex decisions that face the business community today. Case studies and activities help students understand the setting in which American companies must function. This business environment includes many groups with conflicting interests: stockholders, consumers, employees, special interest groups, business competitors and creditors, and government. These groups affect business and, in turn, are affected by business decisions. Each BIC lesson plan focuses on a specific issue which highlights a particular relationship in the business decision-making environment.



THE BUSINESS DECISION-MAKING ENVIRONMENT

Fair Employment Practices focuses on the interplay between business, employees, and government in determining fair hiring practices. Students are introduced to the role of the personnel manager and the decisions that he or she must make regarding fair conduct toward prospective employees. Students have an opportunity to participate in several job interview role plays. They are introduced to the government agency responsible for enforcement of the 1964 Civil Rights Act, the Equal Employment Opportunity Commission (EEOC), as well as other regulatory agencies.

THE EMPLOYMENT ENVIRONMENT

Activities include a questionnaire in which students share their own experiences in job interviews; readings on personnel tasks and the government regulatory agencies concerned with personnel policies; a role play; case studies based on actual EEO disputes; job application forms; and a vocabulary worksheet. Simulation roles and Equal Employment Opportunity Guidelines are included in the Instructor's Guide.

OBJECTIVES

Students will be able to:

1. describe the job of the personnel department in a large company.
2. list government agencies concerned with fair employment practices.
3. identify business practices that might result in unfair discrimination based on age, sex, race, national origin, or religion.
4. participate in a job interview and complete job application forms.

TIME FRAME

5 or more class periods depending on the selection of activities.

CLASSROOM APPLICATIONS

DAY 1 Reading and Discussion: Have students read the introduction and complete the Questionnaire on p. 2. Discuss their answers to the questionnaire, encouraging them to share their perceptions of hiring

practices and their own experiences in job interviews. Assign the reading, "Business, Government, and the Employee," p. 3-4, for homework.

DAY 2 Reading and Discussion: Review the reading, "Business, Government, and the Employee." You might check their understanding by using Vocabulary Worksheet on p. 13.

DAY 3 Role Play: Review the job description of the editorial assistant on p. 5. Be sure students understand what the person does and what the necessary skills are for the job. Words such as "editorial," "transcribes," and "correspondence" may need to be defined.

DIRECTIONS:

1. Divide the class into small groups of five or six people. One person will take the role of Personnel Director, three people will be job applicants, and one or two people will be EEOC observers. Distribute the role descriptions on p. 9-11 in Instructor's Guide. Allow 10 minutes for students to prepare their roles. Directions can be found on p. 5-6 of Student Materials.

   Personnel Director: Re-read the job description and make a list of interview questions that you want to ask the job applicants. Remember the problems of your company as described on your role card.

   Job applicants: Make up a role for yourself. Then write a brief biographical sketch describing yourself on a piece of paper. This paper will be handed to the personnel director at the start of your interview.

   Observers: Carefully read the EEOC Guidelines. Have a pencil and paper ready to take notes on the interviews and record any questions or statements that violate the guidelines.
2. Begin the interviews with the personnel director and applicant shaking hands, and then starting the questions. Each small group will be conducting interviews simultaneously. When all interviews are

finished, ask the personnel directors to decide who they are going to hire.

3. Hand out the EEOC Guidelines to all students and ask them to read them while personnel directors make their decisions.
4. Discussion:
   A. Who did the personnel directors hire for the job of editorial assistant? On what basis did they make their choices? Was sex, race, or some other characteristic important to their decisions?
   B. What DIDN'T the personnel directors find out about the applicants? Is there any information they were afraid to ask for? What are some questions that should not be asked by an employer because they invade a person's privacy?
   C. Did the job applicants ask any questions? Did they ask about such important items as:
      - What is the pay? How often are we paid?
      - How do I get a raise in pay?
      - What are the medical and other benefits?
      - Is there a dress code?
      - What is the vacation policy? sick day policy? overtime policy?
      - Are there opportunities to get a promotion?
   D. Did the observers notice any unfair questions or statements that violated the EEOC Guidelines?

Note to the teacher: There are no pre-employment questions that are per se invalid. In fact, any question is legal if there is a business necessity for asking that question. The issue of whether or not a question is valid only comes up in terms of the use made of the information gathered from that question, not the question itself. It should be noted that some questions are considered suspect, however, such as questions dealing with race, national origin, religion, marital status, age, etc. These questions can be used as evidence of discrimination.

   E. Do the Guidelines help the employer?
   F. Do the Guidelines help the job applicant?
   G. Do the Guidelines help provide equal oportunity in employment practices?

DAY 4 Small Group Work and Discussion: Divide the class into small groups to discuss the EEO Case Studies, p. 7-8, of Student Materials.

EEO Cases - Teacher Background

PROBLEM 1: An out-of-court settlement by Motorola (1980) called for the company to make payments of $8 to $10 million to some 10,000 Chicago blacks who were denied semi-skilled factory jobs between 1968-1975. The EEOC often uses such workforce comparison statistics to establish "systematic or pattern-and-practice" cases.

PROBLEM 2: An amendment of the Civil Rights Act of 1964 was signed into law on October 31, 1978, providing disability benefits for pregnancy and childbirth in company benefits plans. The amendment prohibits refusal to hire or termination of employment on the basis of pregnancy, and bars mandatory leaves for pregnant women set at a certain time in their pregnancy. Before this amendment, the 1976 Supreme Court decision declared that General Electric's disability plan was not discriminatory because pregnancy was not a "disease" and was often "a voluntary condition." The Court stated that the employer offered a fair benefits plan that included some risks and excluded others, and the same package was offered to employees of both sexes. Congress in its amendment overturned the Court's decision.

PROBLEM 3: In 1979 the Supreme Court in United Steelworkers of America v. Weber found that the company and union had not violated the white employee's rights because their voluntary agreement was an attempt at local resolution of past discrimination. The plan "does not unnecessarily trammel the interests of white employees," stated the Court majority, by requiring their discharge or by barring them from advancement. Justice Burger in his dissent said: "Whether described as 'benign discrimination' or 'affirmative action,' the racial quota is nonetheless a creator of castes, a two-edged sword that must demean one in order to prefer another."

PROBLEM 4: Both state and federal Fair Employment Practices Commissions have encountered these cases. Many are mediated by the EEO office and settled out of court. If a company refuses to promote otherwise qualified people and reserves certain positions only on the basis of national origin, the company would be guilty of discrimination. Such discrimination based on national origin is sometimes justified. Hiring a Chinese cook for a Chinese specialty restaurant would be an example of justified ethnic discrimination.

PROBLEM 5: In 1971 the Supreme Court found Duke Power Company guilty of discrimination. The Civil Rights Act was violated by the consequences of the employment practice which has a disproportionate impact on blacks. In addition, there was no demonstrable relationship between the test and diploma requirements and the successful performance of the job.

PROBLEM 6: In Pantchenko v. C.B. Dodge (1978) the 5th Circuit Court of Appeals found that discrimination against an employee because of that employee's charge of discrimination is unlawful whether the employment relationship is past or present.

PROBLEM 7: In Dothard v. Rawlinson (1977), the Supreme Court found the height and weight requirements of the Alabama Board of Correction to be sex discrimination under Title VII. The state did not show any correlation between such requirements and the job of prison guard. The state had developed no properly validated performance tests. Such height requirements excluded one-third of the women in the U. S., but only 1.3% of the men. Unless compelling evidence were presented to justify such discrimination, this requirement would be illegal. The exclusion of women from male maximum security institutions was upheld as "BFOQ" (bona fide occupational qualification), necessary to the overall operation of these institutions.

PROBLEM 8: In July 1983 the Supreme Court found in favor of Nathalie Norris. Women can't be paid smaller monthly retirement benefits than men. The Civil Rights Act requires employers to treat employees as individuals, not as members of a class. Such class-based treatment is discrimination.

DAY 5 Job Application Forms are provided on p. 10-12. Students may want to practice filling in the information on these forms for their own job-hunting preparation.

The student activity on p. 9 asks students to evaluate the two job application forms to see if there are any items that conflict with the EEOC Guidelines. The form provided by the Capital Group Company has been revised to take into consideration items that may be discriminatory and unfair.

Note to the Teacher: The following changes were made by The Capital Group in 1978: birthdate, social security number, and military status deleted; request for maiden name deleted; question about unemployment insurance deleted; entire Health History section deleted and replaced with the question, "Are you aware of any health problems you have which may prevent you from performing the job being applied for?" and the question, "Are you under 18 or over 67?" The entire section on Your Family was deleted.

Discussion: Ask students what parts of the Application Form from The Capital Group they think should by changed. For what reasons? Do any questions violate EEOC Guidelines? Explain the changes made by the company and compare with students' recommended changes.

Follow-Up Activities

Additional Cases: If the class is interested, you may want to repeat the interview simulation with different job descriptions. Here are two that raise important questions about employment discrimination. Students can create additional job descriptions.

Job Description: WAREHOUSE SHIPPING CLERK

This individual must lift boxes weighing up to 60 pounds. Organizational skills are important so that the right orders are loaded on the right trucks. The work week is Monday through Friday, 40 hours a week, and pay is $8 an hour.

Job Description: AIRLINE FLIGHT ATTENDANT

This individual must be attractive, pleasant, and able to handle conflict situations. Height requirements are a minumum of 5'4" and maximum of 6'2". Weight should be proportionate to height. A high school diploma is required and applicants must be at least 20 years old. Salary begins at $950 a month.

USING A RESOURCE PERSON IN THE CLASSROOM

Business Issues in the Classroom (BIC) has a talented group of business professionals who are prepared to teach one day of this unit. At least two weeks in advance, call the Constitutional Rights Foundation at (213) 473-5091 and ask the BIC placement coordinator to arrange for a classroom visit.

The business resource person could participate in the following ways:

Day 3: demonstrate good and bad interview techniques

Day 4: discuss the EEO case studies on p. 7-8.

Day 5: discuss personnel problems and the impact of EEOC regulations

Answers to Vocabulary Worksheet

1. CIVIL RIGHTS	2. PERSONNEL	3. RETALIATION
4. DISCRIMINATION	5. INTERVIEW	6. BENEFITS
7. JOB APPLICANTS	8. MINORITIES	

ERISA - Employment Retirement Income Security Agency
OSHA - Occupational Safety and Health Administration
EEOC - Equal Employment Opportunity Commission
OFCC - Office of Federal Contract Compliance
NLRB - National Labor Relations Board

ROLE PLAY: WHO SHOULD GET THE JOB?

Role Descriptions

Personnel Director

You need to hire a new staff member, an editorial assistant. The high turnover rate at Parker Company is a problem. After you have spent time and money training a new employee, you must start all over again if the employee leaves in a few months. You have found that employees who are overqualified for their jobs are dissatisfied, spend time complaining about it, and then quit. You need someone who is reliable, mature, and not "overqualified."

Job Applicants

You may create any roles you wish. Try to vary the job applicants in your group in order to have differences in male/female; under 30, 30-50, over 50; race, religion, criminal record, and marital status. Design your role so that the individual has some of the qualifications in the job description for an editorial assistant. "Related work experience" might include working for a newspaper, secretarial work, or working for a company that conducts opinion polls and other research. Write a brief sketch describing the person you have created and give it to the Personnel Director.

Job Applicants

You may create any roles you wish. Try to vary the job applicants in your group in order to have differences in male/female; under 30, 30-50, over 50; race, religion, criminal record, and marital status. Design your role so that the individual has some of the qualifications in the job description for an editorial assistant. "Related work experience" might include working for a newspaper, secretarial work, or working for a company that conducts opinion polls and other research. Write a brief sketch describing the person you have created and give it to the Personnel Director.

Job Applicants

You may create any roles you wish. Try to vary the job applicants in your group in order to have differences in male/female; under 30, 30-50, over 50; race, religion, criminal record, and marital status. Design your role so that the individual has some of the qualifications in the job description for an editorial assistant. "Related work experience" might include working for a newspaper, secretarial work, or working for a company that conducts opinion polls and other research. Write a brief sketch describing the person you have created and give it to the Personnel Director.

Observers

Read the EEO Guidelines that follow this role description but do not show them to the personnel director or job applicants. You will carefully listen to all of the questions asked by the personnel director. Take notes on any questions that may violate the Guidelines. When all of the interviews are complete, you will be asked to evaluate the interviews in terms of the Guidelines.

EQUAL EMPLOYMENT OPPORTUNITY GUIDELINES

1. In an interview or on a job application, do not ask about race, religion, sex, or national origin unless you can prove that these qualities are important to the job.
2. Questions about marital status, pregnancy, future child-bearing plans, number and age of children are frequently used to discriminate against women and may be a violation of law.
3. Information on matters necessary for insurance, such as marital status, number and age of children, should be obtained AFTER a person has been employed.
4. An employer's requirement of a high school education may be disciminatory and MUST be significantly related to job performance.
5. Request for arrest records is unlawful discrimination without proof of business necessity.
6. Employers should not automatically bar individuals with conviction records from employment. They should be considered in light of the age at the time of the offense, seriousness of the violation, and rehabilitation efforts.
7. Employers should not automatically reject applicants who do not have an honorable discharge from military service.
8. The Age and Discrimination Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals between 40 and 65.
9. Inquiries into an applicant's financial status, credit rating, length of residence at an address, when used to make employment decisions may violate the law.
10. Employers have an obligation to make a reasonable effort to accommodate religious preferences of individuals or applicants.
11. There can be no minimum height and weight requirements if these eliminate a disproportionate number of minority group individuals or women, unless the employer can show these standards to be essential to safe job performances.
12. Testing of an individual in English language skills when it is not a requirement for the job violates the law.

FAIR EMPLOYMENT PRACTICES

Student Materials

Author: Phyllis F. Maxey
Business Issues in the Classroom
Constitutional Rights Foundation
Los Angeles, California
Revised, 1983

FAIR EMPLOYMENT PRACTICES

Have you ever interviewed for a job in a big company? If you have, you probably went to the personnel office for an interview and filled out an application form. The personnel manager then reviews all of the applicants and chooses those individuals with the experience and abilities the company needs. Sometimes this hiring process occurs in stages with an initial screening by the Personnel Department, and then an interview with the supervisor of the department where the new employee will work.

What can go wrong in hiring procedures? What is unethical or illegal to ask job applicants? In this lesson we will examine the efforts to make the hiring of new employees as fair as possible. In some cases companies set up practices that are intended to be "color blind" -- giving all applicants regardless of race or ethnic background an even chance. All hiring practices can be reviewed by government agencies or the courts to identify business practices that are illegal because they result in unfair discrimination. Business has the right to determine what its labor needs are and which people have the best skills to do the job. But the process they use in recruiting, testing, and hiring people must be a fair one.

The learning activities in this lesson will help prepare you for future job interviews and understand employment practices more fully. The unit uncludes the following activities:

1. QUESTIONNAIRE: Your Experience
2. READING: Business, Government, and the Employee
3. ROLE PLAY: Who Should Get the Job?
4. EEO CASE STUDIES
5. ACTIVITY: Job Application Forms
6. VOCABULARY WORKSHEET

QUESTIONNAIRE: YOUR EXPERIENCE

1. I have had _____ job interviews.

2. During my interview for a _____ job, I felt

nervous_____	stupid_____	confident_____
worried_____	excited_____	confused_____
angry_____	other_____	

3. The best thing to do in a job interview is to

_____

_____

4. During an interview, the employer is trying to find out

_____

_____

5. During an interview, the job applicant should ask about

_____

_____

6. In order to fill out a job application, you need to know

_____

_____

7. I think it's unfair when an employer

_____

_____

BUSINESS, GOVERNMENT, AND THE EMPLOYEE

Equal opportunuity is a strong value in American society. A person's race, ethnic background, religion, sex, or age should not be used to eliminate that individual from a job opportunity. The traditional American ideal is that by using individual abilities and working hard we can compete for a share of the goods produced in our society. But the competition must be fair; all must have free access to the marketplace.

These social goals have resulted in several important laws that affect business practices. The Civil Rights Act of 1964 made it illegal for any employer to "refuse to hire or to discharge any individual . . . because of such individual's race, color, religion, sex, or national origin." This law applies to employers of 15 or more people. In 1972 it was amended to include state and government agencies and educational institutions. The government agency charged with the enforcement of this law is the EEOC, Equal Employment Opportunity Commission. A local EEOC office will investigate an employee's complaint and try to bring about a conciliation between the employee and the employer. The EEOC can also choose to take the case to court on behalf of the employee.

The Personnel Department

The personnel staff in a large company has several jobs: recommending applicants to supervisors to fill job openings, introducing new employees to the company (orientation), providing training programs, keeping employee records, administering insurance and benefits programs, and counseling supervisors on promotions and dismissals.

In a small company, one person may be able to handle all these tasks. In larger companies, the tasks are assigned to several people because of the number of employees or the complexity of the jobs. One person may be in charge of all of the benefits programs and another may do all of the training workshops. The staff in the Personnel Department is supervised by a Personnel Director or Industrial Relations Manager.

Government Regulatory Agencies

There are several federal government regulatory agencies that are particularly concerned with fair employment practices.

EEOC Equal Employment Opportunity Commisssion:

Created in 1964, the EEOC employs 2,500 people. They investigate complaints about employment discrimination based on religion, race, or sex.

NLRB National Labor Relations Board:

Created in 1935, it employs 2,700 people in Washington and more in its field offices across the nation. It regulates labor practices of companies and labor unions, conducts elections for union representation, and holds hearings.

DEPARTMENT OF LABOR Within the Department of Labor are

The Office of Federal Contract Compliance:

Created in 1962, it employs 107 people. It is responsible for the enforcement of regulations in government contracts against race and sex disrimination on the part of employers holding government contracts.

Employment Retirement Income Security Agency:

ERISA is a new agency formed to supervise a new law, the Employment Retirement Income Security Act. It has 521 employees who supervise the use of employee pension funds.

Occupational Safety and Health Administration (OSHA):

Created in 1971, OSHA employs 2,400 people and is concerned with safety and health conditions in workplaces.

States may also set up regulatory agencies and commissions similar to the previous list of federal agencies.

Department of Fair Employment and Housing of California:

Created under the name of Fair Employment Practices Commission in 1959, this agency was changed to a Department January 1, 1980. It investigates and resolves cases of discrimination through litigation, conciliation, and persuasion. It employs 450 people in 15 regional offices in the state of California.

ROLE PLAY: WHO SHOULD GET THE JOB?

What problems face the manager of personnel? Why do we have all of these government agencies involved in the employment process? What is unfair treatment of an employee? What can be done if something is unfair? The following activities will help you answer these questions.

PARKER COMPANY needs a person to do the following job:

Position Title: Editorial Assistant

Basic Responsibility: Provides research and secretarial assistance to members of the publications staff.

Principal Tasks:

- conducts interviews by telephone to gather information for others writing articles for publication. Reads and makes notes about articles in newspapers and magazines which are of interest to writers in preparing Parker publications.
- composes and types correspondence related to publications.
- maintains files on clippings, correspondence, and other needs of writers.
- transcribes interviews, proofreads articles.

Basic Education and Experience Required:

At least a high school diploma with a good background in English. College training and knowledge of public affairs is useful. Good writing and language skills. Ability to type 60 words a minute and work under deadline pressure. One to two years of related experience.

Role Play Directions

1. Your teacher will divide the class into observers, personnel directors, and job applicants.

2. You will have 10 minutes to prepare your assigned role.

   Personnel directors should use preparation time to:
   a. re-read job description of editorial assistant
   b. make a list of interview questions to ask the job applicants. You are trying to find the person best qualified for this position.

   Job applicants should use the preparation time to:
   a. make up roles.
   b. re-read the job description.
   c. write a brief biographical sketch. When the interviews begin, you should introduce yourself to the Personnel Director by name and give the Director your written biographical sketch.

   Observers should use the preparation time to:
   a. carefully read the GUIDELINES which your teacher will give you.
   b. get some paper and a pencil to take notes on the interviews.

3. The Personnel Director begins the interviews. Observers will be silent until the interviews are over. Job applicants may listen to other interviews.

4. After the simulation, discuss what happened in terms of these questions:
   a. Who did the directors hire for editorial assistant? On what basis did they make their choices? Was sex, race, or some other characteristic important in reaching a decision?
   b. What didn't the interviewers find out about the job applicants? Is any of that information important for the employer to know?
   c. Pass out copies of the EEO GUIDELINES to everyone in the class. Did the observers find any violations of the guidelines?
   d. Do the Guidelines provide for the job applicants? Do they give applicants an equal chance to be hired?
   e. Do the Guidelines help the employer? Would you want to change any of them if you were the employer?

EEO CASE STUDIES

Problem 1: A Chicago newspaper, in its annual survey of employment by the largest Chicago companies, found the following data on two electronics firms:

Motorola has 10,229 employees; 1,573 are minorities

Zenith has 9,163 employees; 4,591 are minorities

The EEOC accused Motorola of discrimination against blacks, since the other electronics firm hired many black workers who lived in the area. Do these statistics prove that Motorola discriminated against minorities in its hiring practices?

Problem 2: General Electric paid workers benefits when they were sick or disabled. When female workers were temporarily disabled due to pregnancy, the company refused to pay them disability benefits. Should pregnant workers receive disability pay?

Problem 3: A white steel worker accused his labor union and his company, Kaiser Aluminum, of racial discrimination. He said that because of his race, he had been excluded from a training program for higher paying jobs. The company and the union had voluntarily established the training program to remedy the fact that only 2% of the skilled craftsmen at Kaiser were black and 39% of the local labor force was black. The training program reserved 50% of the openings for blacks until the imbalance was corrected. Have the union and the company violated the civil rights of the white steelworker?

Problem 4: A large Japanese corporation doing business in America has Japanese nationals in all of the senior management positions. American employees argue that, even though they are qualified, the company will only place Japanese in those positions. Has the company violated the Civil Rights Act which prohibits discrimination on the basis of national origin?

Problem 5: Duke Power Company requires a high school diploma or a passing score on two intelligence tests for new employees. In this area of the U. S.

these requirements resulted in the elimination of many blacks from these jobs. Black workers sued Duke Power Company for discrimination. The company claimed that its tests and standards applied equally to blacks and whites. Do the company's hiring practices constitute unlawful discrimination?

Problem 6: An employee of a manufacturing company filed a charge with the EEOC against the company. She then left the company for another job, but the manufacturer refused to give her a letter of reference after she left and made untrue statements about her to prospective employers. Is such retaliation by the company unlawful?

Problem 7: A woman applied for the position of prison guard with the Alabama Board of Correction. Her application was rejected because she failed to meet the 120 pounds weight requirement and the 5'2" height requirement. Although there were openings in men's maximum security prisons, female guards were not allowed in all-male maximum security facilities. Are Alabama's regulations lawful or discriminatory? Can women be barred from jobs in all-male institutions?

Problem 8: Nathalie Norris, an employee of the state of Arizona, discovered that her pension would be $34 a month less than a man with the same retirement plan and investment. The state told her that her retirement benefits resulted in smaller monthly payments than a man's because she was a woman. Women live longer than men, so they are able to collect their benefits over a longer period of time. In the lon run, payments to men and women are equal. Is this a violation of Ms. Norris's civil rights?

JOB APPLICATION FORMS

Examine the following application forms. Both employers are hiring employees who will be secretaries, receptionists, keypunch operators, and bookkeepers. Most of these people will be handling checks for $100 or more and working with numbers.

Using your EEO Guidelines, decide if any of the information requested on the long and short forms may be in violation of the Guidelines.

Violations of EEO Guidelines:

SHORT FORM	LONG FORM*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How would you compare the long and short forms? Will one of the forms give you different information than the other? Is one more fair that the other?

_____

_____

_____

_____

*The long form shown on p. 11-12 is no longer used by the company. The Capital Group's long form has been revised because of EEO Guidelines. Your teacher has the list of changes in this form.

EMPLOYMENT APPLICATION

(Short Form)

NAME_____

ADDRESS_____ZIP_____

PHONE_____EMERGENCY PHONE_____

SOCIAL SECURITY #_____BIRTHDATE_____

PREVIOUS EXPERIENCE: (dates of employment, phone number, supervisor)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PERSONAL REFERENCES:

_____

_____

_____

_____

(for office use only)

_____

_____

_____

CANDIDATE INFORMATION

FOR

THE CAPITAL GROUP, INC.

AND

AFFILIATED COMPANIES

NAME _____ ADDRESS _____ CITY & STATE _____ ZIP _____

PHONE _____ BIRTHDATE _____ SOCIAL SECURITY NUMBER _____ TODAY'S DATE _____

TYPE OF WORK DESIRED _____ BY WHOM REFERRED _____

CURRENT MILITARY STATUS _____ WHEN WILL YOU BE AVAILABLE FOR WORK _____

WE WANT TO CONSIDER EACH CANDIDATE AS AN INDIVIDUAL. HOPEFULLY, WE WILL HAVE A CHALLENGING AND MEANINGFUL POSITION WHERE YOU CAN PUT TO USE YOUR PARTICULAR SKILLS AND INTERESTS. IN ORDER THAT EVERY OPPORTUNITY IS CONSIDERED, PLEASE TELL US, THOROUGHLY AND FRANKLY, ABOUT YOURSELF AS AN INDIVIDUAL.

BUSINESS EXPERIENCE In reverse order, starting with most recent job and going backwards, please account for all time during past 10 years or since graduation. Add an extra page if you need more room.
Do we have your permission to get reactions from prior employers? _____. Indicate [illegible] other names under which you worked _____.

COMPANY NAME, ADDRESS & PHONE	NO. OF EMPLOY-EES	EACH POSITION HELD	NAME & TITLE OF EACH SUPERVISOR	MONTHLY INCOME	LENGTH OF EMPLOYMENT FROM TO	REASONS FOR LEAVING

Job duties you've liked better: _____

Tasks you've enjoyed less: _____

Work you're best fitted for now: _____ Salary range expected: _____

Work you hope to be doing in about 5 years: _____

Work you hope to be doing in 10 years: _____

Why are you interested in this Company? _____

Have you ever collected Unemployment Insurance? _____ Dates: _____

Have you ever been bonded? _____ Do you know of any reason which might prevent you from being bonded? _____

Have you ever been convicted? _____ If yes, please describe: _____

Can you type? _____ Words per minute on Manual _____ Electric _____ Can you take dictation? _____ Words per minute _____ Can you operate a slide rule? _____

Which office machines have you operated? Adding Machine _____ Touch System _____ Calculator _____ PBX _____ Others _____

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VOCABULARY WORKSHEET

PERSONNEL	MINORITIES
INTERVIEW	BENEFITS
JOB APPLICANTS	CIVIL RIGHTS
DISCRIMINATION	RETALIATION

Place the correct word next to its definition.

_____1. privileges belonging to citizens

_____2. employees, or the department that recruits and trains employees

_____3. repaying an injury by inflicting injury

_____4. unfair treatment because of prejudice

_____5. a formal meeting to assess a person's merits or to obtain information

_____6. includes vacation time, sick leave, disability and health insurance given to employees

_____7. persons who apply for a job

_____8. Blacks, Hispanics, Asian Americans, for example

ALPHABET SOUP: Government regulatory agencies are often called by their abbreviated names. Write the full name of the agency next to its letters:

ERISA_____

OSHA_____

EEOC_____

OFCC_____

NLRB_____